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ABSTRACT

The purpose of these guidelines is to suggest to school districts what should be done to implement a competency based vocational business education program for adults. It also provides guidelines for those districts wanting to organize and administer such a program in their own localities. Ten guidelines are presented in the following areas: (1) adult business education--state of the art, (2) implementing competency based business education, (3) providing adult basic education in a competency based adult vocational business education program, (4) providing competency based measurement, (5) assessing entry level jobs, (6) designing competency based instructional materials, (7) implementing competency based business education programs for adults in an evening school, and (8) implementing competency based business education programs for adults in day schools. In addition, a model competency based adult business education program in an evening school and a model program in a day school are provided. The final section, on teaching adults, provides an example set of guidelines for teaching an adult typewriting program. (LRA)

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GUIDELINES FOR THE ORGANIZATION AND ADMINISTRATION OF COMPETENCY-BASED VOCATIONAL BUSINESS EDUCATION PROGRAMS FOR ADULTS

Project No. 83-8803

Dr. Phyllis Morrison

Department of Education
Commonwealth of Pennsylvania

June, 1979

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Marcos de Niza Evening School
6000 South Lakeshore Drive
Tempe, Arizona 85283

Miami Lakes Technical Education Center
Dade County School System
5780 N.W. 158 Street
Miami Lakes, Florida 33014

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TABLE OF CONTENTS

Overview 1

Adult Business Education--State of the Art 4

Competency-Based Education 9

Adult Basic Education. 16

Competency-Based Measurement 19

Assessment of Entry-Level Office Jobs. 23

Competency-Based Instructional Materials 26

Competency-Based Business Education Program for Adults--Model (Evening School) 29

Competency-Based Business Education Program for Adults--Model (Day School) 66

Teaching Adults 72

Notes

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GUIDELINES FOR THE ORGANIZATION AND ADMINISTRATION OF COMPETENCY-BASED VOCATIONAL BUSINESS EDUCATION PROGRAMS FOR ADULTS

Overview

We live in a rapidly changing world in which expanding technology, inflation, longer life, and different lifestyles have directly or indirectly placed greater demands on our educational institutions. At the same time, the thrust behind vocational legislation during the past decade has been to have our public school systems serve as a vital force in solving societal problems. As we move into the 1980s, schools at all levels are being pressured to do more to meet the individual needs of each student--including students who are gifted, handicapped, deficient in basic skills, and/or beyond the traditional high school age--and do the job better than ever before with fewer tax dollars. Moreover, these schools are being asked to produce evidence of measurable results in the growth of students' learning achievements. School districts need to know how all this can be done more effectively.

Throughout the history of this country, education has continually endeavored to be innovative in an effort to meet the wide variety of educational and societal needs of our divergent student population. Today, however, as inflation places a heavier restraint on school budgets, educators are finding it increasingly more difficult to experiment with new methods and strategies. For this reason, school districts should utilize the experiences of others as they seek ways to meet students' needs and and taxpayers' demands for accountability. Administrators and teachers

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should know what is being done by other school districts, judge the effectiveness of these programs, and investigate ways in which successful models can be implemented in their own localities.

An important, fast-growing movement in education today is competency-based education (CBE). A program that is competency-based is defined as one that provides a systematic approach to instruction that will meet accountability demands.[1] It involves diagnosing what each learner knows, identifying what each learner needs to know to meet the job-entry standards of employers in the community, prescribing how the learner will achieve these goals, and then evaluating the outcome to be sure that all the objectives have been met. In occupational preparation, the use of this approach provides a standard for measuring the proficiency of each individual student completing a program.

In addition to the terminal objectives, CBE programs include a number of enabling objectives which are necessary for the students' mastery of the competency; that is, proficiency is needed in certain basic and/or special subcompetencies, such as reading with comprehension, adding numbers accurately, and writing correctly, before the student is capable of mastering the required competency. Basic skills, which determine a person's ability to cope with everyday living, have been identified and are part of an individually prescribed learning system called Adult Basic Education (ABE).

Certain forces at work in our society have given momentum to the growth of CBE programs. For example, for the first time in the history of education in this country, there are fewer young people of school age. At the same time, persons beyond the traditional school age want and need

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continuing education. In many cases, these nontraditional students have neither the desire to fit into the semester structure of our school systems nor the time to waste repeating courses that cover material they already know. These persons want and need a flexible program which recognizes their time limitations; their need to measure and evaluate their own progress; and their desire to change their career goals, if necessary, throughout their lives. Because it is individualized, CBE programs provide nontraditional learners with this educational flexibility.

The purpose of this paper is to suggest to school districts in Pennsylvania what should be done to implement a competency-based vocational business education program for adults and to provide guidelines for those districts wanting to organize and administer such a program in their own localities. Since each school district is different, the guidelines, of course, will need to be adapted to fit each school district's individual circumstances. Wherever appropriate in this presentation, a model has been used to illustrate what is being done in other states.

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Guideline No. 1 - School districts should be committed to a philosophy of lifelong learning and be receptive to alternative learning styles which will better meet the needs of adult learners and business employers in a rapidly changing society.

Our educational system has traditionally found it easier to deal with students grouped according to age; and adult learners (usually defined as those beyond the normal high school age, such as returning veterans, the late-blooming youth, or the evening school student) have generally been given slight attention. Unfortunately, in devising our school system, "the American public became obsessed with the idea of education for children. It was an easy next step to become convinced that this is the only kind of education there is."[2]

Today, however, the number of potential nontraditional students (adults) is multiplying at an unprecedented rate; and school administrators and educational institutions across the country are increasingly aware that they have an opportunity as well as an obligation to respond to the needs of these students.[3] There are many reasons for this increase in the number of adult learners; some of this increase can be explained by these changes in our society:

(1) Given longer life and more leisure, adults are highly motivated to return to the classroom. More and more, people want options in education throughout their lives. Advanced placement programs, College-Level Examination Program (CLEP), external studies, and Cooperative Assessment of Experiential Learning (CAEL) are part of widespread educational options and alternative programs designed to support adult education.

(2) Certain jobs are rapidly becoming obsolete; many adults will be forced to retrain. The educated youth of today may in fact become the obsolete adult of tomorrow unless he or she continues to seek education.[4] Technological advances, such as word processing machines and microprocessors, are rapidly changing the office and the nature of office work. Bruce Hasenyager, vice president of Citibank, suggests that the day may not be far off when secretarial jobs will require a master's degree in business administration and will be regarded as an entry-level step into management.[5]

(3) Unions are seeking increased education opportunity for their members and creating a new demand for both credit and noncredit courses.

(4) There are new demands for special programs for men and women in the armed services, affirmative action programs for minorities in business and industry, and various types of government-related programs.[6]

(5) We have an aging population which is apparently going to be allowed to work longer and change careers more often--on the average of five or six times during a lifetime. It also appears that workers of all types may have in the future periodic sabbatical leaves for the express purpose of continuing their education. Willard Wirtz, former Secretary of Labor, for instance, has proposed a new basic right. He says, "Every adult ought to be entitled to 5 years of educational renewal opportunity--to be used at various points depending on individual and societal circumstances."[7]

In the field of business education, the potential for growth in the number of adult learners is tremendous because there is a desperate need for trained office workers. Projections through 1985 indicate an increase

in secretarial positions of 45 percent (one of the largest for any job classification), and newspapers and popular magazines are filled with articles which indicate that already there is a serious shortage of secretaries.[8] The secretarial route, in the opinion of knowledgeable placement consultants, is still one of the surest and fastest ways to the executive suite. As opportunities in the secretarial careers expand, and as salaries increase, more adult males will seek office training.

More women are reentering the job market, many of them former office workers who dropped out of business employment during their child-rearing years. Increasingly large numbers of displaced housewives and women wanting to supplement the family's income will enroll in refresher courses in order to upgrade their office skills.

To keep pace with the needs and interests of these adults in our rapidly changing society, schools should seek to offer broad-based business education programs for adult learners that will (1) increase the skill or knowledge of the worker in the office occupation in which he or she is employed; (2) train persons who are unemployed or about to become unemployed because of changing conditions in business; (3) offer job preparation and/or skill refresher courses to women who are interested in returning to office employment in order to supplement the family's income or to support themselves because of divorce or widowhood, and (4) prepare adults for new careers in the office occupations.

Few educational institutions have seen the inherent possibilities in the presence of adult learners and adapted their programs to meet their needs and interests.[9] In the area of communications alone there are tremendous opportunities for training. In addition, people employed in business will need to be taught how to make decisions and deal with

alternatives; how to use the computer to process data and solve problems; and how to manage people and machines. Business educators will need to broaden their concept of what a sound business program will need to offer the diverse students who will live and work in a world quite different than it was even a decade ago.[10]

If the schools do not accept this challenge, the task will be eagerly accepted by other educational institutions and agencies. This "other" educational system is now comparable in size to the nation's public and private school system. A 1975 study indicated that one in eight employees of American industry--more than four million people--were involved in educational programs sponsored by business organizations.[11] Large commitments to education are also being made by other institutions. Lifelong learning recognizes the importance of both systems of education; of particular importance, however, is the fact that lifelong learning is providing the occasion for an examination of the fundamental nature and role of education in our society. Because it is forcing this kind of self-evaluation, lifelong learning should be of interest and concern to all professionals in the field of education.

In providing us a vision for the future, lifelong education asks educators to question some of the basic assumptions upon which our present school system is based. For example, is the "ladder concept" of formal education--by which an individual moves through an unbroken series of sequential steps until he or she is "finished"--appropriate for most people? Do our schools provide suitable learning opportunities for those who will experience rapid change throughout their lives? Are educators sensitive to the potential value of stepping out of the school system and reentering it at appropriate times throughout life? Has

formal schooling needlessly, and to its detriment, isolated young people from contacts with adults who are also learning? Can schools play a larger role in providing learning opportunities for adults? Has the formal school system put more emphasis on schooling than on learning?[12]

There are no easy answers to these questions. For the present, however, adult learners represent one of the few expanding areas of education. Programs developed for adults to assist them in new career acquisition must focus on the specific requirements of the work activity, which suggests the need for a strong link between the school and the community; such a link would insure that the program offerings are directly related to the employment standards and job availability of that particular area.

Another factor in curriculum development is the recognition that selected skills acquired by the adult in one setting may be transferred to a new location. It will be necessary, therefore, for the teacher to test these skills in order to determine each student's performance level so that the learner's time will not be wasted "going over" previously mastered competencies.

Traditional "group" methods of delivering instruction may serve to meet the needs of some; but such programs will need a variety of alternative arrangements which will better meet individual learning styles and career goals. Teachers, accustomed to standard classroom teaching and schedules, may need to change their thinking about both the student and the various instructional techniques. A growing body of literature in adult education suggests that some teaching techniques are more appropriate than others for working with adults; these techniques should be identified and implemented.[13]

Competency-Based Education

> Guideline No. 2 - School districts should be willing to restructure and redesign certain aspects of traditional school organization and practices in order to implement a competency-based vocational business education program for adults.

The most fundamental aspect of a definition of competency-based education (CBE) is the competency--the specific task performed by a worker according to a certain standard.[14] Competency-based education has as its focus the individual's ability to demonstrate that he or she can apply knowledge and skills to content areas (filing, for example) and to life roles (such as file clerk). In competency-based education, outcomes, goals, curriculum design, instruction, and the measure of student performance are known, agreed upon, integrated, performance-oriented, and data-based.

CBE instruction differs from a traditional program because:

1. It equates success, or grants credits, solely upon demonstration of competence--not the amount of time the student has been in the classroom;
2. It is generally individualized, allowing the students considerable choice in the selection of competencies and modes of learning;
3. It is accountable, requiring exact recordkeeping of each individual's progress;
4. It does not compare the learner with the rest of the class;
5. It assesses the learner not only by paper and pencil tests but also by demonstration of proficiences in life-role situations.[15]

The philosophy of a CBE program calls upon educators to question whether some aspects of traditional school organization and practice can serve the needs of each individual learner. For instance, the traditional system has

(1) an educational structure made up of semesters, quarters, and weeks which serve as the bases for organizing instruction and conducting evaluation for certification purposes;

(2) a course structure in which the amount of material included in the course is determined by the amount of content the teacher can fit into a given number of class periods within a certain number of weeks; and

(3) a grading system which uses letter grades that in many cases represent comparisons across students and across teachers and classrooms without a criterion base as a standard.

Accountability is forcing administrators and teachers to rethink and reevaluate certain espects of the traditional delivery system. In competency-based education the bases for granting course credit or certification are clear and specific criterion-referenced statement of objectives, directly integrated in the instruction and evaluation of adult learners and known by them prior to their beginning their course work.[16]

CBE can take place in a traditional setting--it does not depend upon a building but rather a commitment to a philosophy in which the teacher supplies alternatives in learning and from which the student selects those which suit his or her style, abilities, and goals.

Individualized instruction (CBE) is not turning students loose to learn by themselves in isolation, and the teacher is not replaced by machines or materials; rather the teacher uses data on the progress of the learner for decision making. The teacher is responsible for guiding

a student through materials, activities, and experiences appropriate to his or her level of learning. Change always involves some risk, but educators have long advocated "taking individual students where they are and moving them as far as they can go."[17]

> Guideline No. 3 - School districts should resolve basic problems and gain general agreement with those working on the project on the acceptability of the competency-based program for adults before attempting to implement it.

When a school district decides to initiate competency-based education, there will, of course, be certain problems which should be discussed and solutions agreed upon by all working within the CBE system. Here are some issues that may arise:

(1) The shift from time-based to outcome-based organization means that teachers, who are accustomed to "group" instruction, will need to be educated to the concept of open entry/open exit. Teachers will need to learn how to deal with their new roles as counselors, facilitators, diagnosticians, and placement officers. Inservice training may be needed.

(2) Since a CBE program provides a variety of instructional activities from which the adult learner can choose in pursuing a given outcome goal, the school district must be prepared to go beyond the school walls if necessary to provide the needed realism. Cooperative education and on-the-job training may need to be developed for the adult learners seeking life-role competencies that cannot be satisfactorily simulated in the classroom.

(3) In a CBE program, the expanded amount of recordkeeping and the task of assessment can be demanding. Moreover, the more frequently the students request evaluation, the more complex will be the teacher's task of coordinating and assigning these students to appropriate instructional materials based on the results of the assessment. School districts may need some type of technology or teachers' aides to deal with the problems of recordkeeping and assessment.

(4) Because there are many diverse approaches to CBE-type programs and practices in school systems across the country, there can be confusion and misinterpretations. There is a need for a more precise and standardized language system that does more than distinguish among terms such as competencies, capacities, and certification.[18]

(5) For many competencies, the specific minimum and mastery levels of performance will vary according to the locality and the requirements of employers in that community. Unless teachers are alert, there may be a tendency for the "minimum" level to become the "maximum." Therefore, administrators and teachers will need to use judgment in setting realistic standards of achievement for a given program. The frequent use of advisory committees is thus very important in this type of delivery system.[19]

While these problems may seem discouraging, school districts should know that others have resolved these issues. States such as California, Florida, and Arizona have been successful in developing competency-based programs for adults. Involving teachers and remaining flexible within the school organization seem to be the key to the development of an effective CBE program.

Guideline No. 4 - School districts may implement a competency-based adult vocational business education program gradually, but they should recognize that to be fully competency-based, the program must be an integrated system of competency-based measurement, competency-based instruction, and competency-based certification.

To be a fully integrated system, a competency-based program must have competency-based measurement, competency-based instruction, and competency-based certification.[20] When criteria, such as student attendance or the length of a course has been meeting, are used as bases for record-keeping and determining graduation from or certification in a program, then that program is not fully competency-based. On the other hand, if a program simply requires the learner to demonstrate some kind of proficiency as a criterion for certification--or if the teacher periodically uses criterion-referenced tests for diagnostic purposes, it does not mean that a completely integrated competency-based instruction program is in operation. Competency-based education occurs when competency-based measurement, competency-based instruction, and competency-based certification are present and closely integrated around specified outcome goals.[21]

In Oregon, where competency-based education was mandated on a statewide basis, it was found that two years' preparation time was not sufficient for school districts to fully implement the system.[22] Oregon, however, had no model to follow, and their list of competencies became unmanageable because the program designers were not explicit in the definition of what the required competencies were. Later, when the competencies were defined as the application of skills, knowledge, and understanding to representative samples of life-role functions, the program designers were able to develop a manageable number of competencies.[23]

The Oregon State Department of Education has prepared written guidelines for elementary-secondary schools implementing competency-based education within the state which might also be useful as models for other schools. These are available: Elementary-Secondary Guide for Oregon Schools: Part I (no charge); Elementary-Secondary Guide for Oregon Schools: Part II ($2); and Graduation Requirements Guidelines, Revised ($2). Order from the Documents Clerk (Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

The state of California has suggested the following check list for secondary schools implementing competency-based education:[24]

Oct.-Dec.	Prepare budget analysis for the first year--Project requests for second year.
	Visit schools presently involved in this type of program.
	Decide on credit and grading policies.
	Determine title designations for the skills classes.
	Request materials on identified skills and competencies.
	Determine a priority list for writing and assembling instructional materials for learning units.
	Determine responsibility for specific units.
	Determine information to be recorded about students and the form to be used.
	Develop promotional materials.
Feb.	Complete the printing of student record forms.
	Prepare rough drafts of first units of instructional materials.
	Review and critique those materials completed.
	Determine supplies, materials, equipment needs for following school year.
	Begin promotional activities.

March	Duplicate instructional units.
	Continue to develop more instructional materials.
	Visit other schools presently involved in the program concept.
	Develop control system for handling equipment and materials.
April	Set up schedule for registering students.
	Continue to complete instructional units.
	Submit purchase orders for supplies, materials, and equipment.
	Finalize the projected budget.
May	Duplicate completed instructional units.
	Determine and assign staff members to the writing of instructional materials during the summer.
	Assign student aides to teachers.
	Complete review of procedures.
	Make staff assignments.

Adult Basic Education

Guideline No. 5 - School districts should administer competency-based diagnostic tests of basic skills to each adult learner entering the competency-based vocational business education program and should provide adult basic education for those with deficiencies in their basic skills.

In order for a student to achieve any given competency successfully, it may be necessary for the student first to achieve the enablers, or subcompetencies, that make up that competency. The subcompetencies, such as reading, computational skills, speaking ability, and motivation, serve as enablers or building blocks on which competencies ultimately depend. They represent the various things a person must be able to do in order to perform a task at a level which will enable the learner to meet the standard of a specific competency.[25]

In A Teaching-Learning System for Business Education, the authors illustrate this concept as follows:

> For instance, "File Cards" is an office task. The standard is "250 cards alphabetically in an hour." The competency is "File 250 cards alphabetically in an hour." To achieve this competency, the worker must possess such subcompetencies as (1) index and code cards correctly; (2) sort cards into alphabetic order; and (3) store cards correctly.
>
> The learner may already possess all three of these subcompetencies and be able to achieve the competency immediately. If, however, any of the subcompetencies has not been attained, it should be mastered before the learner attempts to file 250 cards.[26]

Many adults, however, who enter a vocational business education program have never finished high school. In 1975, the results of a four-year study, the Adult Performance Level (APL) were published. This study showed that in this country one out of five adults--19.8 percent--lacks

the skills and knowledge needed to function effectively, and another 33.9 percent are marginally competent.[27]

The study pinpointed five general knowledge areas as necessary to adult competence: occupational knowledge, consumer economics, government and law, health, and community resources. In order for an adult to gain competence in these areas, he or she must be able to use these general skills: reading, writing, speaking and listening, computation, and problem-solving.[28]

By matching the battery of general skills with the knowledge areas, the University of Texas APL Study Team arrived at 65 objectives that can determine a person's ability to cope with everyday living. As an example, one objective in the occupational knowledge area is to build an oral and written vocabulary related to one's job. Another objective, given in the consumer economics area, is to understand the concepts of sales taxes and income taxes.

From the efforts of this team emerged a new route for earning high school credit: The External High School Diploma, possibly the most flexible and sensible answer yet to adult literacy needs.

The External program is based on the main criterion of competency. It allows the adult student credit for what has already been learned through life experiences and sets up a home-based program for the areas in which further study is necessary in order to earn the diploma.

The External Diploma can usually be earned in six to eight months if a candidate is willing and able to give five to ten hours each week to the program. Candidates for the External program begin with a battery of diagnostic tests to establish what knowledge and skills they already have

and what knowledge and skills they will need to acquire and refine. They undergo math and writing tests and complete a self-assessment checklist--each a foretaste of what the final competency-based tasks will be like.

Alabama Adult basic Education has put together 139 modules for the objectives in the five APL knowledge areas. They were careful to select the material from everyday experiences, with items like a driver's license high on the reading list. A curious testimony to the External Diploma's competency-based method is becoming apparent in Texas. Many adults there who already have earned a G.E.D. want to take the External Diploma so they can master the required competencies.[29]

Not all Adult Basic Education is centered around a high school diploma. Many adults who have been graduated from high school lack the necessary reading and writing skills. School districts will need to provide competency-based education in the basic skills for these adult learners within their own schools or through Adult Learning Centers. Pennsylvania Department of Education publishes An Adult Basic Education Directory, which may be obtained by writing to:

Dr. Ethel K. Matthews, Chief
Division of Adult and Community Education
Room 104, Executive House
Box 911
Harrisburg, PA 17126

Competency-Based Measurement

> Guideline No. 6 - School districts should maintain a record-keeping system for each adult learner in the competency-based vocational business education program, which will allow for continuous diagnosis and prescription, show the student what progress has been made toward entry-level employment skills, and indicate at a glance what specific objective the student is working toward.

The student's progress record is an essential part of competency-based education and measurement. For counseling purposes, this record should contain the following information:

1. Name of student
2. Grade level
3. Vocational goal
4. Competency units in progress
5. Competency units completed
6. Work record (paid, unpaid, volunteer)
7. Certificates issued
8. Skill level attained
9. References
10. Evaluation of personal characteristics
11. Instructors' comments
12. Follow-up record

This record should also monitor the student's progress as he or she completes individual performance objectives. The adult learner may not necessarily progress systematically within a core of competencies because of variations in his or her ability; availability of learning

activity materials or equipment; illness or absence; open entry/open exit; and previous training which overlaps.

Teachers must be able to maintain initial records easily, accurately, and within minimal time limits. They must also be able to transfer initial records to permanent ones just as easily. Several options are available; a student card or folder is one option. Another is the computer.

MODEL

Each typing course at Briarwood High School, East Point, Georgia, has its own set of terminal performance objectives (TPOs) and students pursue them at their own pace. This instructional plan has worked well and has enabled the school to offer all three of the advanced typewriting courses each quarter, with students in all three courses working together in the same classroom.

When the individualized instruction plan was first implemented without computer several years ago, it was found that the instructor needed to be superhuman to keep up with the flow of events--to issue student work, suggest study sources, evaluate student work, prepare and administer individualized tests, and inform students of their progress. Therefore, when the school board agreed to purchase a computer for instructional use, it was decided that one of the applications should be in the area of computer-aided typewriting instruction. It is not computer-assisted instruction in the usual sense, because students do not do interactive drill work on the machine... On the other hand, the system is not really computer-managed instruction because each student is effectively his or her own manager.

The computer-aided system maintains the former "all manual" system's best features while putting its most time-consuming ones on the computer. Under the manual system, each student was provided at the first of the quarter with the entire list of performance objectives for the quarter. Then, with the teacher's help, students developed their own plans for accomplishing all of them during the time allowed. This self-direction has been retained as a personal operation to develop student self-direction.

continued...

Once a student has attempted to meet an objective, the teacher personally evaluates the performance in the presence of the student, pointing out errors, praising good performance, and suggesting any desired remedial work that may be indicated. This one-to-one relationship has been among the most appealing aspects of the individualized instruction plan. Now, however, instead of marking in a grade book that the student has met a particular objective, the teacher makes the entry into the computer system.

This brings us, then, to the first thing the computer does. It provides at the request of the individual student a display of his/her current standing on the various TPOs. In the case of the speed and accuracy objectives, it also shows the trend of the student's performance over several timed writings. This operation removes from the teacher one of the most time-consuming duties required by the manual system--that of telling the student which objectives he/she has met.

Since each student takes the tests when he/she is ready, and since an individual may attempt the tests on several occasions before meeting an objective, it is mandatory that the tests be individually constructed on each occasion. Under the old all-manual method, creation and administration of these tests was a next-to-impossible task. Now, however, the computer prints out an individualized test whenever one is requested by a student. Students like this because they can get a test whenever they are ready for it; the teacher likes it because it frees him/her for more fruitful work. With the test items being randomly selected from large data banks, the chances of identical tests ever being produced are almost zero.

After a test is printed, the student takes it back to his/her desk and completes it. When the test is completed, it is graded by the teacher in the presence of the student, with helpful comments and suggestions for further work being given. The computer will issue only one test at a time to a student. It also keeps a tally of those issued each day so that the teacher will not accidentally overlook anyone when recording performance at the end of the class period.

Thus, during the quarter, the computer has two functions: (1) maintains and displays for each student on request a trend chart of his/her speed and accuracy and a list of those TPOs already met. (2) It produces and prints out individualized examinations for those TPOs that are measured by means of tests. Then, at the end of the quarter, the computer summarizes each student's total performance so that the teacher can easily assign course grades.

continued....

The programs used in the computer-aided instructional system are written in APL language. More properly known as functions in APL, the programs are in two categories--those for teacher use and those for student use. Those for teacher use provide for entry of items into the question banks and for entry of student performance data. They are "locked" and "passworded" to prevent accidental student use. Functions for use by students display their "grades" and produce printed tests for those objectives that use them. All functions make use of the data files.

The concepts used in this instructional system are just as applicable to other courses as they are to typewriting.

James L. Clark, "Computer-Aided Instruction for Vocational Typewriting," Business Education Forum, February, 1978, pp. 28-29.

Assessment of Entry-Level Jobs

> Guideline No. 7 - School districts implementing a competency-based vocational business education program for adults should make use of advisory committees and continuously make assessments of the needs of the businesses and industries in their communities to determine what entry-level jobs are available and what competencies are needed for employment in those jobs.

The matrix that follows can be used to identify entry-level jobs and the skills and knowledge needed by workers in each of those jobs. While competencies have been written for most of the business education courses, a school district can use the matrix to develop its own set of competencies, based on the kinds of jobs available within the community and the standards for employment established by the local business office employers.

The following entry-level jobs are included:

Clerical	D.O.T. Number
Accounts-Payable Clerk	219.488
Accounts-Receivable Clerk	319.488
Billing Clerk	219.388
Clerk-Typist	209.388
Credit Clerk	249.368
Duplicating-Machine Operator	207.782
File Clerk	206.388
General Office Clerk	219.388
Library Clerk	249.368
Mail Clerk	231.588
Medical Record Clerk	249.388
Messenger	230.878

Order Clerk	249.368
Personnel Clerk	205.368
Production Clerk	221.388
Purchasing Clerk	223.368
Receptionist	237.368
Retention Clerk	206.388
Stock and Inventory Clerk	222.387
Switchboard Operator	235.862
Traffic Clerk	222.588
Transcribing Machine Operator/ Word Processor	203.588
Typist	203.588

Secretarial/Stenographic

Administrative/Executive Secretary	169.168
Legal Secretary	201.368
Medical Secretary	201.368
Office Manager	169.168
Secretary	201.368
Stenographer	202.388

Accounting/Data Processing

Accountant	160.188
Bookkeeper	210.388
Bookkeeping Machine Operator	215.388
Cashier	211.368
Computer Operator	213.382
Computer Programmer	020.188
Payroll Clerk	215.488
Teller	212.368

Competency-Based Instructional Materials

> Guideline No. 8 - School districts implementing a competency-based vocational business education program for adults may develop their own competency-based instructional materials by using an acceptable curriculum guide as a model and building their program and instructional materials around the outcome goals needed for employment in the entry-level jobs in their local community.

Competency-based instructional materials may be developed by following any number of systemtaic approaches. In Delaware, business teachers began the process of implementing competency-based instruction modules through a project called B.E.A.T. (Business Education Alternatives for Teaching).[30] It began by adapting V-TECS materials to the Delaware job market. (V-TECS is a vocational-technical education consortium of states which are working together to design competency-based vocational curriculums.)

Each teacher in the B.E.A.T. project investigated the V-TECS catalogs relating to business/secretarial occupations and identified competencies for which instructional modules were to be created. After the competencies were identified, the participating teacher contacted at least three businesses which employed graduates of business education programs to verify that the competencies selected were appropriate to the job market. Performance objectives were then sequenced into a learning pattern reflecting a logical progression in learning accomplishments.

Another approach is outlined by Tibbetts and Westby-Gibson:[31]

Steps in the Development of Competency-Based Instructional Materials

1. Program.
   a. Determine the target population (ABE, typing, etc.).
   b. Determine which competencies are to be included.
   c. Decide which materials should be acquired or adapted for individual study and/or classroom instruction.
   d. Confer with subject matter experts in the field and in education if necessary.

2. Write or adapt behaviorally-stated instructional objectives.
   a. Clarify the content and behavior of the competency.
   b. Use three to six objectives per competency.
   c. State objectives behaviorally so that they can serve as the basis for developing instructional activities, materials, and assessments.

3. Select or construct pre- and post-tests.
   a. Consider diverse measures (criterion-referenced, expert judgment, interviews, observation, review of experiential learning, applied performance tests, etc.).
   b. Design pre/post tests which relate to behavioral objectives.
   c. Evaluate assessment techniques in terms of validity and reliability.

4. Write or adapt learning activities for each objective.
   a. Analyze each objective and the assessment.
   b. Determine for each objective:
      1. the content.
      2. the instructional strategies. Use diverse strategies, including individual study
         small group work
         teacher-directed lessons
         real life tasks
         audio-visual learning
         role play and simulation
   c. Evaluate the content and strategies prescription in terms of probable effectiveness
      relevance of content
      economy of design
      manageability

5. Gather teaching materials for each objective.
   a. Collect and incorporate applicable commercial materials.
   b. Write new material if necessary.
   c. Review and critique the materials before using.

6. Formatively evaluate the materials by asking:
   a. To what extent are the materials teaching to the objectives?
   b. To what extent are the materials relevant to the needs of the target population?
   c. To what extent do the students achieve competence?

7. Utilize the evaluation data to revise the materials.
   a. Develop revision guidelines and criteria.
   b. Consider student post-test data as the most important criterion.

Tibbetts and Westby-Gibson recommend these selected resources for descriptions of various approaches to systematic instructional development:

Hall, G. & Jones, H. Competency-Based Education: A Process for the Improvement of Education. Prentice-Hall, 1976.

Torshen, Kay. The Mastery Approach to Competency-Based Education. Academic Press, Inc., 1977.

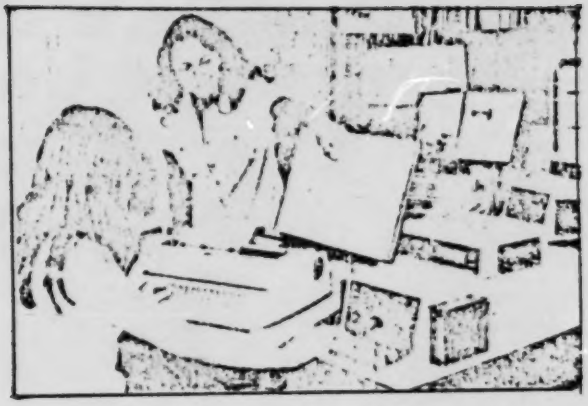
Competency-Based Business Education Program for Adults--
Model (Evening School)

Guideline No. 9 - School districts should be familar with what is being done by other states, and by other school districts within Pennsylvania, in the area of competency-based vocational business education programs for adults and learn from the successes and failures of others.

The model presented here is through the courtesy of

Ms. Vicki Hegebush, Instructor
Marcos de Niza Evening School
6000 South Lakeshore Drive
Tempe, Arizona 85283

The program is designed to accommodate both beginning and intermediate typing students in the same class, and is open entry/open exit. The school emphasizes that the program has proven to be an asset to the adult population it serves.



TEMPE UNION HIGH SCHOOL DISTRICT
ADULT VOCATIONAL EDUCATION

OFFICE OCCUPATIONS PROGRAM
COMPETENCY BASED
INDIVIDUALIZED

ADULT VOCATIONAL EDUCATION

COMPETENCY BASED INDIVIDUALIZED

OFFICE OCCUPATIONS PROGRAM

Dr. John Waters
Superintendent

Ms. Rosalina Baldonado
Project Director

Mr. Robert Radaubaugh, Coordinator
Vocational Education

Mrs. Sandy Belisle, Coordinator
Curriculum Development

The Tempe Union High School District Evening School is sponsoring an Adult Vocational Education Program in Office Occupations. This program was designed to meet the needs of adult students who wish to acquire the skills, knowledge, and attitudes required for entry-level employment or advancement in office occupations.

This program has been specially designed as an individualized instructional curriculum for office occupations. The organization of the program is an open entry/open exit laboratory in the following areas:

1. TYPING
2. SHORTHAND
3. ACCOUNTING
4. OFFICE PROCEDURES

BEGINNING TYPEWRITING

The objective of this course is to give you a basic understanding of the typewriter and keyboard while you are developing a usable typing skill.

INSTRUCTIONAL UNITS:

1. Demonstrate Keyboard Skills.
2. Proofread Typewritten Materials.
3. Type Interoffice Memorandums.
4. Center Typewritten Materials.
5. Type Business Letters and Envelopes.
6. Prepare Carbon Copies.
7. Type Tabular Columnar Copy.
8. Type Manuscripts and Reports.

INTERMEDIATE TYPING

The objective of this course is to develop your basic skill so that you may use it when producing a variety of business problems.

INSTRUCTIONAL UNITS:

1. Type Business Letters and Envelopes.
2. Convert Rough Draft Work to Usable Typed Copy.
3. Type Interoffic Memorandum.
4. Type Postal Card.
5. Type Minutes of a Meeting.
6. Type Tabular Columnar Copy.
7. Type Manuscripts.
8. Type Business Forms.
9. Punctuation.
10. Proofread Typewritten Materials.
11. Employment Application Activities.

Curriculum Developed by:
Mrs. Vicki Hegebush
Evening School, Marcos de Niza High School

2

SHORTHAND

In this course you will learn the theory and principles of Gregg Shorthand, Individual Progress Method, and will be able to apply these to the taking and transcribing of dictation. The program used in this course is totally individualized so that you may progress as fast as you can or as slowly as you must. In the IPM program, the shorthand learning process is broken down into three basic elements: seeing, hearing, and doing. A set of books that enable you to see and a set of tapes that provide what you are to hear are used. By using the texts as workbooks, you have the opportunity to do.

INSTRUCTIONAL UNITS

1. Pass theory and brief form tests on material presented with 80% accuracy.
2. Read shorthand plates at a minimum rate of 80 w.p.m. for two minutes with no more than two errors.
3. Apply the knowledge of English, punctuation, and spelling by correctly transcribing shorthand notes and completing written evaluations.
4. Take new matter dictation for three minutes with 95% accuracy.
5. Transcribe in acceptable form familiar and unfamiliar material with 95% accuracy.

Curriculum Developed by:
Mrs. Jo Ann Garcia, Business Dept.
Tempe High School

ACCOUNTING

The objective of this course is to provide you with vocational knowledge and entry level skills required for occupations in Accounting. The course will provide a foundation upon which you may build as you advance in a business oriented career.

INSTRUCTIONAL UNITS

1. Record Basic Entries in Books of Original Entry.
2. Journalize Business Transactions and Balance Books.
3. Post Books of Original Entry, Balance and Reconcile Ledger.
4. Prepare Financial Statements.
5. Apply Accounting Cyle Using Combination Journal and Subsidary ledgers.
6. Apply Accounting Cycle to Automated Data Processing Systems.
7. Maintain Payroll Record.

Curriculum Developed by:
Mrs. Sandy Belisle
Business Department
McClintock High School

OFFICE PROCEDURES

The objective of this course is to provide basic skills which will aid you in developing a rich background in office procedures. The course includes instruction in filing, machine calculations, duplicating, job application, spelling, business math, business communications, human relations, and a short office simulation.

INSTRUCTIONAL UNITS

1. Calculate Business Problems on Ten Key Adding Machine.
2. Calculate Business Problems on Electronic Printing and Display Calculators.
3. Apply Machine Skills to Solving Business Math Problems.
4. Apply Rules for Alphabetical Filing.
5. Apply Rules for Filing Business Names.
6. Apply Rules for Special Filing Problems.
7. Apply Principals for Fluid Duplication.
8. Apply Principals for Mimeograph Duplication
9. Apply Spelling Rules to Build Business Vocabulary.
10. Compose Business Communications.
11. Office Simulation Projects.
12. Recognize the Importance of Dealing with Office Co-Workers.
13. Apply Job Application Procedures

Curriculum Developed by:
Mr. Howard Chrisman
Evening School, Marcos de Niza
Mrs. Sandy Belisle
McClintock High School

COMPETENCIES

RATING SCALE

1. Performs task/competency with exceptional ability.

2. Performs task/competency with speed and quality.

3. Performs task/competency at job entry.

4. Performs task/competency with periodic assistance.

5. Cannot perform this task satisfactorily.

6. Task/Competency accomplished at or above job entry level by performance challenge test.

ORGANIZATIONAL STRUCTURE

Classes in a Competency Based Individualized Instructional Program will be conducted at Marcos de Niza High School, 6000 S. Lakeshore Drive, Tempe, Arizona. Telephone 838-3200, Ext. 61, Monday through Thursday evenings from 7:00 p.m. to 9:00 p.m. Classes will begin September 11, 1978.

TYPING:	Monday & Wednesday
SHORTHAND:	Tuesday & Thursday
ACCOUNTING:	Monday & Wednesday
OFFICE PROCEDURES:	Tuesday & Thursday

The estimated time necessary to complete all phases of each course is approximately nine months depending upon the students.

Classes are offered on an open entry/open exit basis, the advantage being that you may enter at any time and exit when you feel that you have developed the skills you desire.

COST OF THE PROGRAM: $15.00 per semester per area of instruction

COMPLETION CERTIFICATE will be issued indicating the specific competencies developed.

BEGINNING TYPEWRITING

Welcome to Beginning Typing, one of the four courses offered in the Business and Office Block. The objective of this course is to give you a basic understanding of the typewriter and keyboard while you are developing a useable typing skill.

The program is basically individualized so you, as the student, have the major responsibility for completing the course. Your instructor and aide will be available to assist you in any way we can.

Supplies Needed

1. Ninth Edition - Basic Course College Typewriting, Lessenberry-Wanous-Duncan-Warner, South-Western Publishing Company (Self Paced Learning Activity Guides Division 1, Lessons 1-50 is included in the packet).

2. Paper - 8½ x 11 (not erasable). Clean paper must be used for all tests.

3. Correction tape and eraser.

4. Carbon paper.

Procedures

1. Read the Reference Guide at the beginning of the text.

2. Find a typewriting station that is comfortable to you and use that station each class period.

3. All work must be labeled as follows: NAME
   DATE
   LESSON NO.

   After completion of each lesson, staple all typewritten materials in order and place in the "in basket." Be sure you are confident of the material covered in the lesson before handing it in. In many cases you may want to type a letter, memo, etc., several times so that you will be able to perform well when you are evaluated.

4. When handing in a lesson, be sure you hand in your assignment progress sheet so that the lesson can be recorded. Write down the next two assignments so you will not have to wait for your assignment progress sheet to be returned before you can proceed with the next lesson.

Continued on the next page.

5. During the first twelve lessons, the instructor will work with you as a group to introduce the letter keys. Then, you will refer to your assignment sheet for instructions. Lessons 17-26, introduction to figures, will be explained as a group by the instructor. Upon completion of Lesson 26, you will be evaluated. With the approval of the instructor you may continue working individually by following the assignment sheet. Please remember that before taking any evaluation you should check with the instructor. All evaluations will be graded by the instructor.

6. If you find that you are falling behind in your work (refer to Progress Sheet) more than one week please be sure to check with the instructor.

7. Label all timed writings as to their length and errors.

8. Your work will be checked, and if it is complete, it will be initialed and dated on your assignment sheet. If you need additional work or need to redo a part of a lesson, it will also be noted on your assignment sheet. CHECK THE SHEET CAREFULLY.

9. Do not hesitate to ask the instructor or aide for help whenever you are unable to solve a problem correctly or if you have difficulty understanding an assignment.

10. Before leaving, TURN OFF YOUR TYPEWRITER and pick up around your station area.

BEGINNING TYPING RATING STANDARDS

1. Performs task/competency with exceptional ability.
2. Performs task/competency with speed and quality.
3. Performs task/competency at JOB ENTRY.
4. Performs task/competency with perodic assistance.
5. Cannot perform this task satisfactorily.

T Task/competency accomplished at or above job entry level by performance challenge test.

Your final ratings will be composed of the following elements:

30%	Timed Writings
60%	Performance Evaluations
10%	Correct Completion of all lessons

3-minute timings

Ratings	WPM	Error Limit
1	45-up	4
2	40-44	4
3	30-39	4
4	20-29	4

5-minute timings

1	40-up	5
2	35-39	5
3	30-34	5
4	20-29	5

NOTE: The above rating scale has been developed to give your employers a better idea of your ability to perform on the job. REMEMBER THAT JOB ENTRY IS A GOOD RATING AND MEANS YOU ARE CAPABLE OF PERFORMING AT THE ENTRY LEVEL.

The job and interpersonal skills rating sheet shown below will be filled out by your instructor. We feel your ratings on this scale will be important to your prospective employer. These ratings should be taken seriously and you should make a constant effort to improve the ratings.

JOB AND INTERPERSONAL RATING

ENTRY DATE _____ EXIT DATE _____	Evaluation Period 1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
EVALUATION DATE													
TOTAL CLASS DAYS													
DAYS ABSENT													
TIMES TARDY													

JOB SKILLS													
Quality - Ability to meet standards.													O=Outstanding
Quantity - Ability to meet production standards.													
Housekeeping - Ability to clean and maintain tools, equipment and surfaces.													
Safety - Observes Safety rules and regulations													S=Satisfactory
Initiative - Ability to work without constant supervision, self-motivated.													
INTERPERSONAL SKILLS													
Dependability - Reliability, honesty and integrity.													
Cooperation - Ability to work with others.													I=Needs Improvement
Attitude Towards Work - Interest in career objective and desire to learn													
Leadership - Ability to lead others in a desired direction or toward a common goal.													NA=Not Applicable
Adaptability - Adjustment to task or situation.													

Education Period	Student Signature	Date	Instructors Signature	Education Period	Student Signature	Date	Instructors Signature
1				7			
2				8			
3				9			
4				10			
5				11			
6				12			

Student Comments _____

In production type evaluations you will be rated on how well you perform the particular task that is being evaluated. The rating will be assigned according to your production rate per minute. This rate is found by dividing the total words typed by the time it took you to type the evaluation. Your instructor will deduct 5 words from your total word count for each uncorrected error. PROOFREAD CAREFULLY

The following table is given for you and your instructor to use when your work is being evaluated. It is only a guide and your particular instructor may wish to vary it. The numbers in parentheses under the word count number indicates the number of completed problems needed to qualify for that rating. On some evaluations your instructor may want to use problem completion as an evaluation standard. Tabulation problems are usually evaluated in this manner due to the difficulty of counting typed words on this type of production.

#1	Progress Checkup	(SEE INSTRUCTOR FOR GRADING)			
#2	Achievement Test #1	(SEE TEST FOR GRADING STANDARDS)			
#3	Evaluation 40D	1	2	3	4
		25 + (3 or more)	20-23 (2)	16-19 (1 ½)	11-15 (1)
#4	Evaluation 49C	1	2	3	4
		27 + (3)	20-26 (2)	15-19 (1½)	9-14 (1)
#5	Evaluation 50D	1	2	3	4
		18 + (3)	14-17 (2)	11-13 (1½)	9-10 (1)
#6	Progress Checkup	(SEE INSTRUCTOR FOR GRADING)			
#7	Achievement Test #2	(SEE TEST FOR GRADING STANDARDS			

NAME _____

43

BEGINNING TYPING PROGRESS SHEET

WEEK	COMPLETED	ASSIGNMENT
1		Lessons 1: Basic Typewriting Skills and Problems The Home Row Keys Carriage Return The E and H Keys The Space Bar 2: The Left Shift Key Pica or Elite Type Center Point 3: The I and T Keys The C and . (Period) Keys
2		Lessons 4: The Right Shift Keys 5: The O and R Keys The Z and N Keys Spacing 6: The Ribbon Control Lever 7: The U and W Keys The B and , (Comma) Keys
3		Lessons 8: Tabulator Control 9: The Y and X Keys 10: Practice 11: The Q and M Keys The G and ? Keys
4		Lessons 12: Technique & Skill Checkup 13: Practice 14: Practice 15: Practice
5		Lessons 16: Proofreading 17: The 5, 8, and 1 Keys 18: The 2, 0, and : Keys 19: The 3, 6, and / (Diagonal) Keys
6		Lessons 20: Tab Mechanism and Figures The 4 and 9 Keys 21: The 7, - (Hyphen), and -- (Dash) Keys 22: The $, &, and () Keys Proofreading

BEGINNING TYPING PROGRESS SHEET PAGE 2 NAME _____ 44

* TEST: SEE INSTRUCTOR BEFORE BEFORE STARTING LESSON

WEEK	COMPLETED	ASSIGNMENT
7		Lessons 23: The ¢, %, 1/2 and 1/4 Keys
		24: The ', ", and ! Keys
		25: The *, ¢, @, and Underline keys
8		Lesson 26: The = and + keys
		CONGRATULATIONS - YOU ARE THROUGH THE KEYBOARD
		Self-check Questions
		PROGRESS CHECKUP TEST
9		*ACHIEVEMENT TEST
		Lesson 27: Memorandums
		Lesson 28: Horizontal Centering
		Lessons 29: Vertical Centering
		30: Special Characters
		Special Size Paper
		31: Setting Right Margin Stop
		*32: Problem Typing Checkup
11		33: Aligning & Typing Over Words
		34: Personal Business Letters in Modified Block
		Folding and inserting letters: Small envelopes
		35: Business Letters in Modified Block Style
		36: Erasing and Correcting Errors - Business Letters
12		Lessons 37: Addressing a Large Envelope and Folding a Letter
		38: Assembling, Inserting and erasing carbon pack
		39: Problem Typing Review
13		** Lessons 40: Problem Typing Measurement
		Self Check Questions
		41: Two and Three Column Tables
		42: Aligning Figures in Columns

BEGINNING TYPING PAGE 3 NAME _____

WEEK	COMPLETED	ASSIGNMENT
14		Lessons: 43: Centering Columnar Headings 44: Three Column Tables 45: Proofreading Simple Report Form 46: Manuscripts & Reports
15		Lessons: 47: Spread Headings Outlines and Leftbound Manuscripts 48: Problem Tying Review *49 Problem Typing Measurement
16		Lessons: *50 Problem Typing Measurement *Progress Checkup Test *Achievement Test

BEGINNING TYPING . Name _____

LESSON & PAGE	TOPIC ASSIGNED	ASSIGNMENT	TIMED WRITING	EVALUATION
Lessons 1-12 pages 2-26	The Letter Keys	Work with Instructor		Task 1-1
Lessons 13-16 pages 27-32	Basic Skill Development	Read and Complete as directed * Complete Self-Check Questions page 7		Task 1-3 2-2
Lessons 17-26 pages 33-50	The Figure Keys	Work with Instructor * Self-Check pg. 8		Task 1-2
TEST CHECKUP	PERFORMANCE EVALUATION #1	CHECK WITH INSTRUCTOR Progress Chekup Test (pages 9 & 10)		Tasks 1-1 1-2 1-3
	PERFORMANCE EVALUATION #2	Achievement Test #1 (See Instructor)		Tasks 1-1,1-2 2-1,2-2 2-2,6-1
Lesson 27	Memorandums	Problems 1,2,3, Supplementary Drill		Task 3-1 3-2
Lesson 28	Horizontal Centering	Refer to page 28C, Problem 1,2,		Task 4-1
Lesson 29	Vertical Centering	Refer to page 29D, Problem 1,2,		Task 4-2
Lesson 30	Centering on Special Size Paper	Problems 1,2, (Use stroke & line space ruler for finding horizontal center)		Task 4-3
Lesson 31	Right Margin Stop	Problems 1,2,	3'/ / 5'/ /	
Lesson 32	Checkup	CHECK WITH INSTRUCTOR		COMPETENCY 3 & 4

NOTE: The * by a problem, test or timing indicates that you should hand the particular item into the instructor.

Besure to bring this sheet with you when you come to the desk to check your work in for grading.

BEGINNING TYPING PAGE 2 NAME _____

LESSON	TOPIC	ASSIGNMENTS	TIMED WRITINGS	EVALUATIONS
Lesson 33	Speed/Control Building Erasing		5' / / 5' / /	
Lesson 34	Letters & Small Envelopes	Problems 1,2,34D (Letterhead Stationery)		Task 5-3
Lesson 35	Modified Block Letter	Use 65 space line 35C (DO NOT MAKE CC)		Task 5-2
Lesson 36	Letters	36C, Problems 1,2,3,		Task 5-2 & 5-4
Lesson 37	Large Envelopes Letters	37C, Problem 1,2,		Task 5-2 & 5-4
Lesson 38	Carbon Pack & Erasing	38C, Probems 1,3		Task 5-2,5-4, 5-5
Lesson 39	Letters	Problems 1,2,3,		Task 5-6, 5-7 5-1,
Lesson 40	PERFORMANCE EVALUATION #3	CHECK WITH INSTRUCTOR Self-Check page 45	5' / /	COMPETENCY 5
Lesson 41	Tables	Problems 1,2,		Task 6-1
Lesson 42	Figures in Columns	42C, Problems 1,2,		
Lesson 43	Tables with headings	Problems 1,2,3,		Task 6-3
Lesson 44	Tables	Problem 1,2,		Task 6-2
Lesson 45	Proofreading	45C, Problems 1,2,		Task 2-1,2-2, 2-3

BEGINNING TYPING PAGE 3 NAME _____

LESSON & PAGE	TOPIC	ASSIGNMENT	TIMED WRITINGS	EVALUATION
Lesson 46	Manuscripts & Reports	46D		Task 7-1
Lesson 47	Manuscripts	47C, Problems 1,2,3,		Task 7-2 7-3
Lesson 48	Review	Problems 1,2,3,		
Lesson 49	PERFORMANCE EVALUATION #4	Check with Instructor 49B, Problems 1,2,3,	5' / 5' /	Tasks 5-1, 5-2, 5-4
Lesson 50	PERFORMANCE EVALUATION #5	CHECK WITH INSTRUCTOR *Self-Check page 46	5' / 5' /	Tasks 6-1, 7-1, 7-3
	FINAL TEST PERFORMANCE EVALUATION #6	Progress Checkup 2		Tasks 1-2, 2-1, 2-3, 5-2, 6-3, 7-1
	FINAL TEST PERFORMANCE EVALUATION #7	ACHIEVEMENT TEST #2 (Get from Instructor)		Tasks 1-2, 5-1, 6-1, 7-3

Name _____ Student No. _____

RATING SCALE

1. Performs task/competency with exceptional ability.
2. Performs task/competency with speed and quality.
3. Performs task/competency at job entry.
4. Performs task/competency with perodic assistance.

F Cannot perform this task satisfactorily.

T Task/competecy accomplished at or above job entry level by performance challenge test.

Comp. No.	Competencies - Tasks	Ratings 1	2	3	4	F	T			Instr.
	TYPE BUSINESS COMMUNICATIONS									
1	Demonstrate Keyboard Skills									
	1-1 Demonstrate alphabetic keyboard skills									
	1-2 Demonstrate numeric keyboard skills									
	1-3 Demonstrate knowledge of machine parts									
2	Proofread Typewritten materials									
	2-1 Recognize common proofreader marks									
	2-2 Proofread straight copy									
	2-3 Proofread statistical copy									
3	Type Interoffice Memorandums									
	3-1 Type memorandums on printed forms									
	3-2 Type memorandums from handwritten copy									
4	Center Typewritten Materials									
	4-1 Center horizontally									
	4-2 Center vertically									
	4-3 Center in reading position									
5	Type Business Letters and Envelopes									
	5-1 Type special style business letters									
	5-2 Type modified block style letters									
	5-3 Type small and large envelopes									
	5-4 Type block style letters									

	Composition - Typing	1	2	3	4				
5	5-5 Prepare carbon copies								
	5-6 Apply correction procedures								
	5-7 Type letters with statistical data								
6	Type Tabular Columnar Copy								
	6-1 Type unruled columnar copy								
	6-2 Type ruled columnar copy								
	6-3 Type ruled columnar copy with headings								
7	Type Manuscripts and Reports								
	7-1 Type manuscripts and reports without footnotes								
	7-2 Type outlines								
	7-3 Type left bound manuscripts								

TEMPE UNION HIGH SCHOOL DISTRICT - ADULT VOCATIONAL EDUCATION

NAME _____ PHONE _____

ADDRESS _____ CITY _____ ZIP _____

SOCIAL SECURITY _____ DATE OF ENROLLMENT _____

PERFORMANCE EVALUATION	Date	Grade	TIMED WRITINGS							
			Date	Minutes	Errors	Rate	Date	Minutes	Errors	Rate
Progress Check up Test #1										
Achievement Test #1										
Typing Measurement 40C & 40D										
Typing Measurement 49B & 49C										
Typing Measurement 50C & 50D										
Progress Checkup Test #2										
Achievement Test #2										

Name _____ COURSE - BEGINNING TYPING

INTERMEDIATE TYPING RATING STANDARDS

1. Performs task/competency with exceptional ability.
2. Performs task/competency with speed and quality.
3. Performs task/competency at JOB ENTRY.
4. Performs task/competency with periodic assistance.
5. Cannot perform this task satisfactorily.

T Task/Competency accomplished at or above job-entry level by performance challenge test.

Your final ratings will be composed of the following elements:

30% Timed Writings (5-minute)

60% Performance Evaluations

10% Correct Competion of all lessons

Ratings	WPM	Error Limit
1	55-up	5
2	40-54	5
3	40-49	5
4	30-39	5

NOTE: The above rating scale has been developed to give your employers a better idea of your ability to perform on the job. REMEMBER THAT JOB ENTRY IS A GOOD RATING AND MEANS YOU ARE CAPABLE OF PERFORMING AT THE ENTRY LEVEL.

Attached to this standard sheet is a second rating sheet that you instructor will fill out indicating your job and interpersonal skills. We feel your ratings on this scale will be important to your prospective employer. These ratings should be taken seriously and you should make a constant effort to improve the ratings.

If you do not understand any of the above procedures or ratings, please contact your instructor for further explanation.

In production type evaluations you will be rated on how well you perform the particular task that is being evaluated. The rating will be assigned according to your production rate per minute. This rate is found by dividing the total words typed by the time it took you to type the evaluation. Your instructor will deduct 5 words from your total word count for each uncorrected error. PROOFREAD CAREFULLY

The following table is given for you and your instructor to use when your work is being evaluated. It is only a guide and your particular instructor may wish to vary it. The numbers in the parentheses under the word count number indicates the number of completed problems needed to qualify for that rating. On some evaluations your instructor may want to use problem completion as an evaluation standard. Tabulation problems are usually evaluated in this manner due to the difficulty of counting typed words on this type of production.

	1	2	3	4
#1 Performance Evaluation 60/C	25 + (2)	20-24 (1½)	15-19 (1½)	12-14 (1)
#2 Performance Evaluation 61/B	95% +	90%	80%	70%
#3 Performance Evaluation 66/C	26 + (2½)	21-25 (2)	17-20 (1½)	13-16 (1)
#4 Performance Evaluation 72/C	26 + (2 3/4)	21-25 (2)	16-20 (1½)	11-15 (1)
#5 Performance Evaluation PC #3	SPECIAL INSTRUCTOR EVALUATION			
#6 Performance Evaluation (Achievement Test #3)	SEE INSTRUCTOR FOR GRADING SCALE			
#7 Performance Evaluation 80/C	(3)	(2½)	(2)	(1)
#8 Performance Evaluation 87/C	29 + (1)	21-28 (3/4)	14-20 (½)	5-13 (½)
#9 Performance Evaluation 93/C	(4)	(3)	(2)	(1)

INTERMEDIATE PRODUCTION RATING SCALE

#10 Performance Evaluation 99/D	1	2	3	4
	24	19-23	14-18	7-13
	(4)	(3)	(2)	(1)
#11 Performance Evaluation 100/C	1	2	3	4
	16	14-15	12-13	9-11
	(2½)	(2)	(1½)	(1)

#12 Performance Evaluation PC/4 — Special Instructor Evaluation

#13 Performance Evaluation (Achievement Test #4) — See Instructor For Grading Scale

INTERMEDIATE TYPING PROGRESS SHEET

WEEK	COMPLETED	ASSIGNMENT	55
1		Lessons 51:	One Page Statistical Reports
		52:	Memorandum, Tabulation, Composition
		53:	Enumerated Items, Outline, Composition
2		Lessons 54:	Business Letter, block style
		55:	Business Letter, modified block style
		56:	Business Letters, Addressing Envelopes
		57:	Two Page Letters
3		Lessons 58:	Comma, AMS Simplified Letter Style
		59:	Business Letters
		*60:	Production Measurement Communications Checkup
4		Lessons 61:	Punctuation Marks Squeezing and Expanding words Composition
		62:	Mailing Notations and Attention Lines Business Letters
		63:	Semicolon and Colon, Subject Line and Reply Reference Notation Business Letters
		64:	Colon and Hyphen Company Name in Closing Lines, Enclosure Notations
5		Lessons 65:	Hyphen and Dash Carbon Copy Notation and Postscript
		*66:	Production Measurement
		67:	Aligning Columns at the Right
6		Lessons 68:	Interoffice Memorandums
		69:	Parenthesis, News Release, Postal Card and Interoffice Memo
		70:	Executive Size Paper, Minutes
		71:	Chain feeding Envelopes

NAME _____

INTERMEDIATE TYPING PROGRESS SHEET PAGE 2

WEEK	COMPLETED	ASSIGNMENT
7		Lessons *72: Production Measurement Communications Checkup 73: Review 74: Review
8		* SELF CHECK QUESTIONS * PROGRESS CHECKUP * ACHIEVEMENT TEST 3 Lessons 75: Tabulating, Apostrophe
9		Lessons 76: Apostrophe, Tables 77: Tables 78: Tables with Horizontal Rulings 79: Tables
		Lessons *80: Production Measurement 81: Outline 82: Unbound Manuscripts, Footnotes
11		Lessons 83: Topbound Manuscript with Footnotes 84: Topbound Manuscript with Footnotes 85: Topbound Manuscript with Footnotes 86: Bibliography and Footnotes
12		Lessons *87: Production Measurement 88: Special Symbols; Drawing Rules Constructing a Business Form 89: Letters and Tables
13		Lessons 90: Number Usage; Interoffice Memorandums with Symbols and Tables 91: Business Forms 92: Quotation Marks; Business Forms
14		Lessons *93: Production Measurement 94: Proofreading and Composition 95: Letter of Application; Personal Data Sheet 96: Application From; Letter of Application

WEEK	COMPLETED	ASSIGNMENT
15		Lessons 97: Spelling; Personal Data Sheet; Application Form 98: Composition *99: Production Measurement
16		Lessons *100: PRODUCTION MEASUREMENT * SELF CHECK QUESTIONS * PROGRESS CHECKUP * ACHIEVEMENT TEST 4

INTERMEDIATE TYPING NAME _____

ON	TOPIC	ASSIGNMENT	TIMED WRITINGS	EVALUATION
51	Typewriter Operation Checkup	51D Problems 1,2,	5' /	
52	Review	52B, 52C, Problems 1,2,3,		
53	Review	53C, 53D, Problems 1,2,3, NOTE: DICTIONARIES AVAILABLE IN CLASS		
54	Business Letters	Letter Style 3		Task 1-1 & 1-17
55	Business Letters	55C Problems 1,2,		Task 1-2
56	Addressing Envelopes Letters	56D Problems 1,2,3, REFER TO HAND OUT ON NEW POSTAL REGULATIONS		Task 1-3
57	2 Page Letter	57D Problems 1,2,		Task 1-4
58	Comma AMS Simplified Letter	58B, 58D, Problems 1,2,		Task 1-5
59	Business Letters	59C Problems 1,2,3,		
60	PRODUCTION MEASUREMENT I & II * Checkup	CHECK WITH INSTRUCTOR Communication Checkup page 231	5' /	Tasks 1-1 through 1-5
61	Punctuation Marks Squeezing & Spreading Words Composition	61C, Refer to page XII of reference guide 61D, 61E		Task 9-1 & 2-3

INTERMEDIATE TYPING PAGE 2 NAME _____

LESSON	TOPIC	ASSIGNMENT	TIMED WRITINGS	EVALUATION
[illegible]	Mailing Notations	62B, 62D, Problems 1,2,3,		Task 1-6
63	Semicolon & Colon Subject Lines Reply References	63B, 63D, Problems 1,2,3,		Task 1-7
64	Colon & Hyphen Company Name Enclosure Notation	64B, 64D, Problems 1,2,3,		Task 1-8 & 1-9
65	Hyphen & Dash Carbon Copy Notations & Postscripts	65B, 65D, Problems 1,2,3,		Task 1-12 1-10 1-11
	PRODUCTION EVALUATION 3	SEE INSTRUCTOR	5' /	Task 1-6 through 1-12
	MACHINE TRANSCRIPTION			Task 1-18
67	Aligning at the right	67E		
68	Interoffice Memorandums	68C Problems 1,2,3,		Task 1-16 3-1
	Parenthesis News Release Postal Cards Interoffice Memo	69B, Problems 1,2,3,		Task 4-1 & 3-3

NAME _____ 60

LESSON	TOPIC	ASSIGNMENT	TIMED WRITINGS	EVALUATIONS
.0	Executive Size Stationery Minutes	70C Problems 1,2,3,		Task 1-14 5-1, 5-2
71	Chain Feeding Envelopes Review Composing	71D Problems 1,2,3,		Task 3-2 2-3
72	PRODUCTION EVALUATION 4 Checkup	SEE INSTRUCTOR Communications Checkup		Tasks 1-3 1-12 1-13 3-1
73	Review	73C, Problems 1,2,3,4,		Task 1-13
74	Reveiw	74C, Problems 1,2,3,4,	5' /	
	PRODUCTION EVALUATION 5 PRODUCTION EVALUATION 6	CHECK WITH INSTRUCTOR Self Check Questions Progress Checkup ACHIEVEMENT TEST 3	5' /	Tasks 1-1, 1-2 1-3, 1-4 1-5 Competencies 1,2,3,
75	Tabulating	75C, 75D		Task 6-1
76	Apostrophe Two Column Tables	76C, 76E Problems 1,2,		
77	Tables	77D, Problems 1,2,		
78	Tables with Horizontal Rules	78B, 78C Problem 1,2,		Task 6-2

INTERMEDIATE TYPING PAGE 4 Name _____

LESSON	TOPIC	ASSIGNMENT	WRITINGS	EVALUATION
79	Tables	79C, 79D, Problems 1,2, and 3		Task 6-3
80	PRODUCTION EVALUATION 7	CHECK WITH INSTRUCTOR	5' /	Task 6-1 6-2
81	Outline	81C		
82	Capitalization Unbound Manuscripts Footnotes	82C. 82D, Problems 1,2,		Tasks 7-1 & 7-2
83	Top bound Manuscript with footnotes	83C: observe notation		Tasks 7-1 & 7-2
84	Top bound Manuscripts with footnotes	84D		
85	Top bound Manuscripts with footnotes			
86	Bibliography and Title Page	86D, Problems 1,2,		Tasks 7-3
87	PRODUCTION EVALUATION 8	CHECK WITH INSTRUCTOR	5' /	Tasks 7-1 7-2
88	Special Symbols Drawing Lines	88B, 88C, 88D,		Task 8-7

INTERMEDIATE TYPING PAGE 5 NAME _____

LESSON	TOPIC	ASSIGNMENT	TIMED WRITINGS	EVALUATION
89	Symbols Letters & Tables	89B, 89E. Problems 1,2,3,		Task 8-7
90	Number Usage Interoffice Memos with Symbols & Tables	90C, 90D, Problems 1,2,		Task 3-3
91	Business Forms	91E, Problems 1,2,3,4,5,6,		Task 8-1, 8-2, 8-3, 8-4
	INSURANCE FORMS	SEE INSTRUCTOR FOR INFORMATION		
	Quotation Marks Business Forms	92B, 92C, (Continuation of 91E)		Task 8-5 & 8-6
93	PRODUCTION EVALUATION 9	CHECK WITH INSTRUCTOR	5' /	Tasks 8-2, 8-3 8-4, 8-5
94	Proofreading & Composition Drill	94D		Task 10-1
95	Letter of Application Personal Data Sheet	95B, 95C Problems 1,2, 3,4,5,6, (To be continued in lessons 96 & 97)		Task 11-1 11-2
96	Application Form Letter of Application	96B, 96C (Contunuation of 95C)	5' / 10' /	Task 11-3
	Spelling Personal Data Sheet Application Form	97B, 97D, (Continuation of 95C)		

INTERMEDIATE TYPING PAGE 6 NAME _____

SON	TOPIC	ASSIGNMENT	TIMED WRITINGS	EVALUATION
98	Composition	98D, 98E TYPE IN OUTLINE FORM	5' / 10' /	
99	PRODUCTION EVALUATION 10	CHECK WITH INSTRUCTOR		Task 1-1 & 1-2
100	PRODUCTION EVALUATION 11 Check Up	CHECK WITH INSTRUCTOR Self Check Questions page 116	5' / 10' /	Task 7-2 3-3 1-3
	PRODUCTION EVALUATIONS #12, #13, #14	CHECK WITH INSTRUCTOR Progress Check up ACHIEVEMENT TEST 4		Comprehensive Competency Test

STUDENT CUMULATIVE RECORD

Name _____ Student No. _____

RATING SCALE

1. Performs task/competency with exceptional ability.
2. Performs task/competency with speed and quality.
3. Performs task/competency at job entry.
4. Performs task/competency with perodic assistance.

F Cannot perform this task satisfactorily.

T Task/competecy accomplished at or above job entry level by performance challenge test.

Comp. No.	Competencies - Task	Ratings 1	2	3	4	F	T			Instr.
	TYPE BUSINESS COMMUNICATIONS									
1	Type Business Letters and Envelopes									
	1-1 Type block style letters									
	1-2 Type modified block style letters									
	1-3 Type small and large envelopes									
	1-4 Type letters with two or more pages									
	1-5 Type AMS style letters									
	1-6 Type mailing notations and attention lines									
	1-7 Type subject line and reply reference									
	1-8 Type company name in correct position									
	1-9 Type enclosure notations									
	1-10 Prepare carbon copies									
	1-11 Apply correct postscript procedures									
	1-12 Type special style business letters									
	1-13 Type letters with statistical data									
	1-14 Type letters on special stationery									
	1-15 Type letters in inverted paragraph style									
	1-16 Type letters in side heading style									
	1-17 Type letters in indented style									
	1-18 Type material from machine dictation									
2	Convert Rough Draft Work to Usable Typed Copy									
	2-1 Recognize Proofreaders Marks									

	Competencies - Tasks	Ratings 1	2	3							
2	2-2 Prepare rough draft										
	2-3 Compose at the typewriter										
	2-4 Prepare usable typed copy										
3	Type Interoffice Memorandums										
	3-1 Type memorandums from printed copy										
	3-2 Type memorandums from handwritten copy										
	3-3 Type memorandums with symbols and tables										
4	Type Postal Card										
	4-1 Type on blank card										
	4-2 Type on fill-in card										
5	Type Minutes of a Meeting										
	5-1 Type from rough draft handwritten minutes										
	5-2 Prepare final copy of minutes										
6	Type Tabular Columnar Copy										
	6-1 Type unruled columnar copy										
	6-2 Type ruled columnar copy										
	6-3 Type tables with double headings										
7	Type Manuscripts										
	7-1 Type manuscripts with footnotes										
	7-2 Type manuscripts - topbound and unbound										
	7-3 Type bibliography										
8	Type Business Forms										
	8-1 Type purchase requisiton										
	8-2 Type purchase order										
	8-3 Type invoices										
	8-4 Type credit memorandums										
	8-5 Type voucher check										
	8-6 Type statement of account										
	8-7 Type labels and other general forms										
	8-8 Type local insurance forms										
9	Punctuation										
	9-1 Apply rules for punctuating correspondence										
10	Proofread Typewritten Materials										
	10-1 Proofread straight copy										
	10-2 Proofread statistical copy										
11	Employment Application Activities										
	11-1 Type letters of application & data sheets										

Competency-Based Business Education Program for Adults—
Model (Day School)

Guideline No. 10 - School districts should be willing, where there is a need, to offer competency-based vocational business education programs for adults during the daytime, making sure that the school provides support services, such as day care, on-the-job training, counseling, and placement.

The model presented here is through the courtesy of

Ms. Barbara Burkett, Chairperson
Business and Office Careers
Miami Lakes Technical Education Center
Dade County School System
7580 N.W. 158 Street
Miami Lakes, Florida 33014

Miami Lakes Technical Education Center is an excellent daytime center. The building is large and spacious, air conditioned, and equipped with the most modern teaching materials available.

The 38-acre campus is located off the Palmetto Expressway, and there is regular city bus service. The school provides training for jobs in a wide variety of careers from practical nurse to truck driver, from auto mechanic to beautician, and from welder to secretary. This diversified range of vocational programs is exclusively for adults and is offered on a full-time or part-time basis, in either day or evening classes.

Whenever possible, the courses are offered on an open entry/open exit basis; students may enter courses when they wish and leave when they complete course requirements The Center's Student Services Department provides excellent counseling and placement services, and there is day care for children of students enrolled in the school. These educational programs are provided by Dade County Public Schools at minimal cost to the student.

Courses at Miami Lakes Technical stress individualized, competency-based instruction and employ a good deal of audio-visual materials. In the business and office careers department, however, the five teachers do some group work, especially drills in typing. Students progress as rapidly as they wish. There were approximately 250 students enrolled in this department, which offers the following courses:

Bookkeeping

Business Communications

Clerical Office Practice

Dictation and Transcription

File Clerk

Income Tax Procedures

Legal Secretarial Training

Machine Shorthand - Beginning

Machine Shorthand - Intermediate

Medical Secretarial Training

Medical Terminology and Transcription

Receptionist

Shorthand - Beginning

Typewriting

Word Processing

Miami Lakes Technical Education Center
5780 N.W. 158 Street
Miami Lakes, Florida 33014

Information Sheet
Office Occupations

CERTIFICATE REQUIREMENTS

CLERICAL OFFICE PRACTICE Course #7644 Minimum Hours: 60

45 net wpm, maximum of 3 errors on 3 different 5-minute tests on unpracticed material. Preparation and duplication of 5 stencils and 5 dittos. Two transcribed tapes and test tape, as directed by instructor. Other related work as assigned by instructor.

JUNIOR TYPIST (40-word certificate)* Course #7765 Minimum Hours: 60

40 net wpm, maximum of 3 errors on 3 different 5-minute tests on unpracticed material. (Speed on certificate to be average of three highest 40's.) Satisfactory completion of Office Typing Kit. Satisfactory performance on job test, to be given after other requirements have been met. If student fails test, a wasiting period of one week is suggested before taking another test.

SENIOR TYPIST (50-word certificate) Course #7765 Minimum Hours: 60

50 net wpm, maximum of 3 errors on 3 different 5-minute tests on unpracticed material. (Speed on certificate to be average of three highest 50's.) Satisfactory completion of Office Typing Kit. Satisfactory performance on job test, to be given after other requirements have been met.** If student fails test, a waiting period of one week is suggested before taking another test.

ADVANCED SENIOR TYPIST (60, 70, plus certificate) Course #7765 Minimum Hours: 60

60 or 70 net wpm, maximum of 3 errors on 3 different 5-minute tests on unpracticed material. (Speed on certificate to be average of three highest within speed range.) Satisfactory completion of Office Typing Kit. Satisfactory performance on job test, to be given after other requirements have been met.** If student fails test, a waiting period of one week is suggested before taking another test.

* Typewriting certificates are not given in Typing I (Course #7764) classes. Students must be enrolled in Typing II classes to be eligible for a certificate.

** If a student has satisfactorily passed a job test to secure a typewriting certificate, then it is not necessary for her to take another job test to qualify for a certificate in the next higher speed; simply make 3 speeds in that speed range. Neither is it necessary to attend an additional 60 hours.

MIAMI LAKES TECHNICAL EDUCATIONAL CENTER
DADE COUNTY PUBLIC SCHOOLS
DIVISION OF VOCATIONAL & ADULT EDUCATION

TYPEWRITING I

Assignment Sheet No. 1

CENTERING - TABULATING - COMPOSING

Name _____ Date _____

Please complete the drills as assigned on the board each day. Following practice time, you are to work on the projects on your assignment sheet. Please hand in each group of problems as completed for checking and criticing. DO NOT ERASE OR CORRECT UNTIL INSTRUCTED TO DO SO. However, please proofread and circle all errors.

HORIZONTAL CENTERING — UNIT 1

Page	Section	Subject
67	40B	Horizontal Centering
68	40C Pr. 1, 2	Centering Announcements
68	40D	Horizontal Centering
68	41B Drill 1 & 2	

BELL CUE DRILL AND SYLLABLE IDENTIFICATION — UNIT 2

69	41C	Bell Cue Drill
70	42B	Bell Cue Drill
69	41D	Syllable Identification

VERTICAL CENTERING — UNIT 3

70	42C	Vertical Centering
71	42D	Syllable Identification

FRONT

Permanent Grade

Business Education Department

MIAMI LAKES TECHNICAL EDUCATION CENTER
Dade County School System
5780 N.W. 158 Street
Miami Lakes, Florida 33014

PHONE _____

Name _____ Address _____ Zip____
(last) (first)

Date of birth _____ Sex _____ S.S.# _____ Grade Completed _____

Work Experience _____

	Subject	Time	Hours	Teacher
E				
W				
E				
W				
E				
W				
E				
W				
E				
W				
E				
W				
E				
W				

Typ. I Assign Sheet 1.____
2.____ 3.____ 4.____ 5.____

Typ. II Practice Set _____

Timed Writings ____ ____ ____

Ten Key Add _____

Elec. Calc _____

Transcribing _____

Duplicating _____ _____

Filing _____

MIAMI LAKES TECHNICAL EDUCATION CENTER BACK

Bookkeeping Tests

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Practice Sets

_____
Stereotronics
_____
Camper's Cove
_____
Environmental Con.
_____
Pegboard

Acct. Machines

A/R _____

A/P _____

PR _____

Shorthand I

Theory Lesson Completed _____
Dictation Speed _____
Transcription Speed _____

Dictation & Transcription

Dictation Speed _____
Transcription Speed _____

Teaching Adults

Each adult learner brings to class a unique set of knowledges, attitudes, and abilities, which sometimes can help or hinder the teaching-learning process. They also come from different social, cultural, and racial backgrounds and with a wide variety of work experiences. Therefore, it is important for the teacher to treat each student as an individual.

Adults

- Want to be treated as adults.
- Bring many experiences to class that can be used in the teaching-learning process.
- Might have a negative attitude toward school.
- Need an orderly and convenient place in which to work.
- May have problems which must be considered by the teacher.
- Want to get to work with a minimum of preliminary buildup.
- Need to have goals.
- Have needs that must be met.
- Want class work that is functional and of immediate use.
- Need small and continued opportunities for success.[32]

An examination of psychological needs and characteristics of the adult learner and learning theories makes it possible to establish some guidelines for the design of an adult typewriting course. For example:[33]

GUIDELINES FOR AN ADULT TYPEWRITING PROGRAM

Birdie H. Holder

These guidelines can be reasonably specific, but not so specific that they determine the exact nature of procedures and activities, the sequence of instruction, or even the components of an adult typewriting class. Nonetheless, the guidelines which follow are more than learning principles.

Continued

Guideline 1: An Adult Typewriting Program (ATP) should provide for cooperative assessment (by teacher and student) of students' needs and goals.

This guideline is based upon a number of important assumptions: (1) that the students will be motivated to accomplish what is meaningful and relevant to them; (2) that the students are entitled to see what they can get in return for their investment of time and money; and (3) that the teacher is a facilitator of learning who functions most effectively when identifying and assisting rather than directing.

In an actual ATP, this guideline would insure that all students would begin the course with a teacher-student conference in which needs and goals are established. It also insures that the students who want to learn typing for personal use (for business letter, notes, manuscripts, etc.) will, because of different needs and goals, not pursue the same typewriting program as students who are striving to attain a vocational skill leading to employment as a typist. Thus, the ATP must be equipped with a wide variety of learning resources which can be utilized and sequenced in a flexible manner.

Guideline 2: The problem to be solved in an ATP must be relevant to the established goals.

This guideline implies that an effective ATP must be so designed that a teacher, working with mutually established goals, can construct a learning program for an individual adult learner possessing a given set of needs. This does not mean that the instructor merely selects appropriate learning activities and rejects others. It means, for example, that a program for a person desiring to become proficient as a legal typist must enable that student to obtain speed and accuracy standards required in the field of law and, equally important, to perceive the relationship that persists between attorneys and typists.

Guideline 3: An ATP should be sufficiently flexible to take students from "where they are" to "where they want to go."

This guideline is obviously related to Guideline 1. The students may indeed have definite ideas about "where they want to go" and may be able at the initial conference to establish their goals with a minimum of guidance from the instructor. However, they will likely need some professional assistance in assessing "where they are." Thus, teachers must have at their disposal the means for ascertaining the value and nature of previous typewriting experience, the speed and accuracy level at which the student can currently type, and the student's attitudes and feelings about school in general and typewriting in particular.

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For example, students who have been typing business forms commendably for five years probably know they are proficient at tabulation but cannot accurately assess their speed and accuracy on business letters. They may also be unable to judge whether the demands of the jobs they presently have are typical of those found in other business firms. Typing business forms at a leisurely pace in a small office requires different skills, attitudes, and abilities than production typing in a stenographic pool at a large insurance company.

Guideline 4: An ATP should have no barriers that threaten student learning.

An atmosphere conductive to learning in a typewriting class will not have the students working in competition with each other. The traditional practice of giving group production typing and then accepting papers only from those who complete a given number of problems will generate considerable frustration and hostility among the students. The classroom mood should be one of congenialty in which each student works on a particular aspect of his own typing program. During the time in the classroom, students may read, view a sound-on-slide tape, type three tabulation problems, and consult the teacher about a mechanical problem with his/her typewriter. In all of this, they are making progress toward their own goals, are interacting with fellow students in a friendly atmosphere, and are becoming increasingly independent in managing their own time.

Guideline 5: An ATP should provide the means for immediate self-evaluation.

Both Gestaltist and behaviorist theories stress the importance of immediate evaluation to the overall learning process. In an ATP, immediate self-evaluation is essential for several reasons: (1) The students have participated in establishing their individual course goals. To deny them the opportunity of assessing their progress toward those goals is to deprive them of a chance to sense real growth. (2) The students are concerned with making the best use of their time and money. They will not tolerate empty time while awaiting a teacher evaluating of the last completed task. (3) Discovery that problems have been typed correctly will be both satisfying and reinforcing; discovery that they have not been will enable the typist to continue working at the task until the problems are completed accurately. Requiring a student to retype an incorrectly typed tabulation problem submitted a week ago is of little value and will likely produce frustration if the student is currently working on business letters.

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Guideline 6: An ATP should be so designed so that each student has the opportunity to become a self-directing learner.

If Guidelines 1 through 5 are observed, the program will be one in which the student can easily become an independent learner. However, more should be done. In constructing the student's program, the teacher should insure that at the completion of each task, the student is required to make a decision concerning the next step. For example, a man who has finished a set of problems on manuscript typing will immediately check his work against a set of correctly typed manuscripts. If he is satisfied with his progress, he will probably decide to proceed to the next task in his program. However, if he plans to earn additional income by typing research papers at home, he will probably be dissatisfied with a less than perfect performance. In this case, he will consult his program (or the instructor) for some additional appropriate work and practice which will bring his proficiency in manuscript typing to a level which satisfies him. The important point is that this decision was made by the learner, not imposed on him by the teacher.

Guideline 7: The problems and experiences in an ATP should be similar to those the student will have outside class.

This guideline means that the teacher must be knowledgeable and perceptive in a continuous assessment of the business world. The student who is currently employed in a business may see very readily that the skills, attitudes, and abilities being developed will have value in the business world. On the other hand, a housewife who has never been employed outside the home but is now beginning training to become a typist will probably need to spend more time in the typing program in order to perceive the role of the typist in the overall business operation. She may also need to work in a simulated office environment and perhaps consult business persons about expectations of typists. The teacher must know what business practices are current and acceptable in order to make the typing course one that will have value outside the classroom.

It is clear that CBE meets all the criteria for a sound program for teaching adults the business office skills in the shortest possible time and with the greatest measure of accountability.

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NOTES

1. Carl E. Jorgensen, "Teaching and Learning by Means of Achievement Levels or Competencies," Alternative Learning Styles in Business Education, NBEA Yearbook, No. 17, 1979, p. 197.

2. David Edward Schlaver, "The Uncommon School: The Adult Learner in the University," Innovator, School of Education, The University of Michigan, January 28, 1979, p. 1.

3. Larry L. Luing, "Expanding the Role of Business Education," Business Education Forum, NBEA, February, 1978, p. 3.

4. Schlaver, op. cit., p. 4.

5. Jon Stewart, "Computer Shock--The Inhuman Office of the Future," Saturday Review, June 23, 1979, p. 17.

6. Luing, op. cit., p. 3.

7. Ibid.

8. Luing, op. cit., p. 4.

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10. Luing, op. cit., p. 4.

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SUMMARY OF GUIDELINES

No. 1 - School districts should be committed to a philosophy of lifelong learning and be receptive to alternative learning styles which will better meet the needs of adult learners and business employers in a rapidly changing society.

No. 2 - School districts should be willing to restructure and redesign certain aspects of traditional school organization and practices in order to implement a competency-based vocational business education program for adults.

No. 3 - School districts should resolve basic problems and gain general agreement with those working on the project on the acceptability of the competency-based program for adults before attempting to implement it.

No. 4 - Schools districts may implement a competency-based adult vocational business education program gradually, but they should recognize that to be fully competency-based, the program must be an integrated system of competency-based measurement, competency-based instruction, and competency-based certification.

No. 5 - School districts should administer competency-based diagnostic tests of basic skills to each adult learner entering the competency-based vocational business education program and should provide adult basic education for those with deficiencies in their basic skills.

No. 6 - School districts should maintain a record-keeping system for each adult learner in the competency-based vocational business education program, which will allow for continuous diagnosis and prescription, show the student what progress has been made toward entry-level employment skills, and indicate at a glance what specific objective the student is working toward.

No. 7 - School districts implementing a competency-based vocational business education program for adults should make use of advisory committees and continuously make assessments of the needs of the businesses and industries in their communities to determine what entry-level jobs are available and what competencies are needed for employment in those jobs.

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No. 8 - School districts implementing a competency-based vocational business education program for adults may develop their own competency-based instructional materials by using an acceptable curriculum guide as a model and building their program and instructional materials around the outcome goals needed for employment in the entry-level jobs in their local community.

No. 9 - School districts should be familiar with what is being done by other states, and by other school districts within Pennsylvania, in the area of competency-based vocational business education programs for adults and learn from the successes and failures of others.

No. 10 - School districts should be willing, where there is a need, to offer competency-based vocational business education programs for adults during the daytime, making sure that the school provides support services, such as day care, on-the-job training, counseling, and placement.

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